Interactional Frames in a Literary Work: Multiple Levels of Interaction

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Road Map

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2. Background
   ○ Fillmore's frames
   ○ Data: The Little Prince
3. Data Analysis
4. Discussion
   ○ Findings of Analysis
   ○ Capturing Multiple Levels of Interaction
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Goals

1. Understand multiple levels of interaction
   a. Analyze short literary text to determine “how we conceptualize what is going on between...the author and the reader”.
   b. Consider the ways that different translations treat the interaction between the author and the reader(s).

2. Consider how language resource developers can capture the different levels of interaction, specifically, which type of frame, cognitive frames or interactional frames, capture these levels of interaction?
Fillmore (1982): Two Types of Frames

“We have both cognitive frames and interactional frames, the latter having to do with how we conceptualize what is going on between the speaker and the hearer, or the author and the reader.”

cf. “grammatical constructions evoke semantic, pragmatic, or interactional frames on their own” (Fillmore & Baker 2010:338)
About *The Little Prince*

**Author:** Antoine de Saint-Exupéry

**Translator:** Katherine Woods (worked with Saint-Exupery in NY)

**Publisher:** New York, Reynal & Hitchcock

**Date of Publication:** 1943; **Languages:** English, French

**Publisher:** Paris, Éditions Gallimard

**Date of Publication:** 1945; **Languages:** French

Translated into 300 languages!
About *The Little Prince*

**Hebrew:**
- Translation: from French (1952)
- Translator: Aryeh Lerner

**Japanese:**
- Translation: from French (2005)
- Translator: Natsuki Ikezawa
The Little Prince

To Leon Werth

I ask the indulgence of the children who may read this book for dedicating it to a grown-up. I have a serious reason: he is the best friend I have in the world. I have another reason: this grown-up understands everything, even books about children. I have a third reason: he lives in France where he is hungry and cold. He needs cheering up. If all these reasons are not enough, I will dedicate the book to the child from whom this grown-up grew. All grown-ups were once children---although few of them remember it. And so I correct my dedication:

To Leon Werth
when he was a little boy
Dedication

To Leon Werth

I ask the indulgence of the children who may read this book for dedicating it to a grown-up. I have a serious reason: he is the best friend I have in the world. I have another reason: this grown-up understands everything, even books about children. I have a third reason: he lives in France where he is hungry and cold. He needs cheering up. If all these reasons are not enough, I will dedicate the book to the child from whom this grown-up grew. All grown-ups were once children — although few of them remember it. And so I correct my dedication:

To Leon Werth
when he was a little boy
The Little Prince: Dedication

To Leon Werth

Version # 1

To Leon Werth when he was a little boy

Version # 2
Questions: How do we conceptualize...

1. what is going on between Saint-Exupéry and Werth?
2. what is going on between Saint-Exupéry and the adult reader?
3. what is going on between Saint-Exupéry and the child reader?
Analysis: Dedication - Version 1

English: To Leon Werth

Japanese: reon ueruto ni
Leon Werth DAT
‘To Leon Werth'

Hebrew: י-יędידי ha-yakar leon vert
to-friend-my def-dear Leon Werth
‘to my dear friend Leon Werth’
English: To Leon Werth when he was a little boy

Japanese: chisana otoko-no-ko datta toki no reon ueroto ni
small boy COP PAST time GEN Leon Werth DAT

Literal: ‘To Leon Werth of the time in which (he) was a small boy’

Hebrew: lə-yëdditi leon vert
to-friend-my Leon Werth
bə-ʃa’a je-haya yeled katan (at-time that-he was boy small)
‘To my (dear) friend Leon Werth when he was a small boy’.
Initial Findings: Dedication(s)

- “frame(s)” the text
- two versions
  - Leon Werth, the adult
  - Leon Werth, the child
- English & Japanese: simple and straightforward
- Hebrew: frames the dedicatee as a “dear friend” of the author (n.b. drops “dear” in Version 2)
Overview: Text “within” Dedication

Adult-like language:
1. “I ask the indulgence of….” (vs. I’m sorry that..., Forgive me for…)
2. Sophisticated Logic
   - If-then sentence structure
   - support for choice, despite simple S-structure

Child-like language:
3. Simple sentence structure
   - I have a serious reason...I have another reason....I have a third reason
4. Word Choice
   - grown-ups (vs. adults)
   - little boy (vs. child)
Examples from Text “within” Dedication

1. “I ask the indulgence of....”
2. "If all these reasons are not enough, ..."
3. "I have another reason: this grown-up understands everything, even books about children."
4. "All grown-ups were once children - although few of them remember it."
I ask the indulgence of the children who may read this book for dedicating it to a grown-up.
kono hon o hitori no otona ni sasageru koto o
this book ACC one-person GEN adult DAT dedicate thing ACC

yurushite hoshii, to boku wa kodomo-tachi ni onegai-suru
forgive want/need COMP I TOP children DAT request-make

‘I BEG children, “I want (you) to forgive (me) that (I) dedicate this book to an adult”.’
itxem  ha-slixa  yəladim  al ki
with-you  the-pardon  children  on because

hikdafti  sefer ze  lə-adam məvugar
I-dedicated  book this  to-person adult

‘Apologies, children, that I dedicated this book to an adult.’
## Evoked Frames

<table>
<thead>
<tr>
<th>Language</th>
<th>Main Predicate</th>
<th>Frame of Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ASK indulgence</td>
<td>Request</td>
</tr>
<tr>
<td>Japanese</td>
<td>ONEGAI-SURU – beg</td>
<td>Request</td>
</tr>
<tr>
<td>Hebrew</td>
<td>SLIXA – apology.n</td>
<td>*Apology</td>
</tr>
</tbody>
</table>
“Framing” a Speech Act

<table>
<thead>
<tr>
<th>Language</th>
<th>Speech Act</th>
<th>Lexical Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Request</td>
<td>ask.v</td>
</tr>
<tr>
<td>Japanese</td>
<td>Request</td>
<td>onegai-suru - ‘beg’</td>
</tr>
<tr>
<td>Hebrew</td>
<td>Apology</td>
<td>ha-slixa.n - ‘the apology’</td>
</tr>
</tbody>
</table>
Text “within” Dedication - English (2)

Conditional Construction - English: If X, Y

X = Condition: If all these reasons are not enough,

Y = Response Action: I will dedicate the book to the child from whom this grown-up grew.
‘But, if all these reasons are not enough to rest your mind, I am ready to dedicate the book to the same boy who grew up and became my friend upon reaching the age of maturity.’
conditional construction - japanese: x nara y

kore dake no riyû o age temo tari nai yô nara,
this much GEN reason ACC list CONCESS suffice NEG seem COND

boku wa kono hon o yagate kare ni naru hazu no
I TOP this book ACC eventually he GOAL become supposed.to GEN

kodomo ni sasageru koto ni suru
child GOAL dedicate thing DAT do

‘if giving all these reasons is not enough, i shall dedicate this book to the child who will eventually become 'him'.’
Japanese: Conditional Sentence

X nara, Y

X = Condition: If GIVING all these reasons are not enough,

Y = Response Action: I shall dedicate this book to the child who will later become 'him'.
### Findings: Conditional Sentence

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Hebrew</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intention</strong></td>
<td>will dedicate</td>
<td>am ready to dedicate</td>
<td>shall dedicate</td>
</tr>
<tr>
<td><strong>Perspective</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>this grown-up</td>
<td></td>
<td>the same child</td>
<td>the child</td>
</tr>
<tr>
<td><strong>Verb Phrase</strong></td>
<td>grew from the child</td>
<td>...grew up and became my friend</td>
<td>... will eventually become him</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on reaching the age of maturity</td>
<td></td>
</tr>
</tbody>
</table>
Mental Space Viewpoint Shifts

3. "I have another reason: this grown-up understands everything, even books about children."
   ● Asks children to take adult’s perspective

4. "All grown-ups were once children - although few of them remember it."
   ● Asks adults to take child’s perspective
Findings: Text “within” Dedication

1. “I ask the indulgence of….”
   ● Request in E & J; Apology in H

2. "If all these reasons are not enough, ..."
   ● Initiates a negotiation, rather than, e.g. evoking Statement

3. "I have another reason: this grown-up understands everything, even books about children."
   ● Asks children to take adult’s perspective

4. "All grown-up were once children - although few of them remember it."
   ● Asks adults to take child’s perspective
Dedication vs. Internal Text

Both reveal **levels of interaction**, albeit different ones.

- **Dedication**
  - Werth, the adult
  - Werth, the child

- **Internal Text**
  - Adults
  - Children
Questions: How do we conceptualize...

1. what is going on between Saint-Exupéry and Werth?
2. what is going on between Saint-Exupéry and the adult reader?
3. what is going on between Saint-Exupéry and the child reader?
Toward Answers

● **Dedication:** moves from adult to child, also foreshadowing what happens in the text within two versions of the dedication
  ○ Author knows Werth as adult and acknowledges him as once a child; Hebrew evokes intimacy explicitly (in Version # 1)

● **Text:** moves between adult-like language and child-like language, confirming potential for both types of readers
  ○ Author’s odd use of conditional construction creates a fabricated concession for any reader based on said reader’s emotional reaction
  ○ Author asks all readers to take the perspective of other possible readers, requiring mental space viewpoint shift
Multiple levels of interaction as Interactional Frames

- **Dedication:**
  - Intimacy frame evoked in Hebrew (Version 1, only)

- “I ask the indulgence of….” (vs. I’m sorry that..., Forgive me for...)
  - Request in English and Japanese
  - Apology in Hebrew
  - Interactional frames capture speech acts

- "If all these reasons are not enough..."
  - English, Japanese, and Hebrew express a negotiation with a conditional form, without explicitly evoking a Negotiation frame
Multiple levels of Interaction as Frames

- "I have another reason: this grown-up understands everything, even books about children."
  - Mental Space making - Asks child to take adult’s perspective

- "All grown-ups were once children - although few of them remember it."
  - Mental Space making - Asks adult to take child’s perspective

Are the required frames cognitive frames or interactional frames?
Summary

- Analyzed short literary text in three different languages to understand multiple levels of interaction between author and reader(s).
- Suggested that what author framed as a dedication may not really be one.
- Showed that languages may frame an interaction in terms of different cognitive frames, yet capture the same type of interactional frame (speech act).
- Identified odd use of conditional CxN illustrating critical interactional information; found instances of mental space making.
- Illustrated suitability of interactional frames for understanding and characterizing the multiple levels of interaction in this short literary text.
This work benefited from the insightful comments of our colleagues, Michael Ellsworth and Collin Baker, whom we thank.
Thanks!